

## DEVELOPING INCREASING TEACHER PERFORMANCE ON STUDENT LEARNING MOTIVATION

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### **Abstract**

Teacher performance is an important thing that must be of concern to teachers and related parties, teachers must have good performance, good or bad teacher performance influences the learning outcomes achieved by students, because teachers are central figures in serving student education in schools, from science teachers flows into the student, and from the teacher's performance the student's personality and achievements are formed. Efforts that school principals can make to improve teacher performance are: 1) Fostering teacher performance, 2) Monitoring teacher performance, 3) Providing motivation, 4) Evaluating teacher performance. Teacher performance can be seen and measured based on competency specifications/criteria that must be possessed by every teacher, which can be displayed through mastering pedagogic, professional, personality and social competencies. Teacher performance has a significant contribution to student learning motivation. This can be proven from the trend of teacher performance and learning motivation, the results of which show that teachers who have very high and high performance have students with very high learning motivation.

**Keywords:** Teacher Performance, Student Learning Motivation

### **INTRODUCTION**

Teachers in the learning process activities at school occupy a very important position and without ignoring other supporting factors, teachers as educational subjects really determine the success of education itself (Kanya, N., et al, 2021). A study conducted by Heyneman & Loxley in 1983 in 29 countries found that among the various inputs that determine the quality of education (which is indicated by student learning achievement), one third is determined by teachers. The role of teachers is increasingly important amidst limited facilities and infrastructure as experienced by developing countries. The complete results of the study are: in 16 developing countries, teachers contributed 34% to learning achievement, while management contributed 22%, learning time 18% and physical facilities 26%. In 13 industrial countries, the contribution of teachers is 36%, management 23%, learning time 22% and physical facilities 19% (Dedi Supriadi, 1999). The results of research conducted

by Sudjana, N (2010) show that 76.6% of student learning outcomes are influenced by teacher performance, with details: the teacher's ability to teach contributes 32.43%, mastery of subject matter contributes 32.38% and the teacher's attitude towards subjects contributed 8.60%.

Teacher performance is a description of the teacher's attitudes, skills, values and knowledge in carrying out their duties and functions, which is shown in their appearance, actions and work achievements (Mulyasa, E, 2013). Teacher performance is a condition that shows a teacher's ability to carry out their duties at school and describes the actions displayed by the teacher during learning activities (Warman, W., et al, 2022). Teacher performance is the main factor or key that must be possessed in order to achieve educational goals comprehensively, because that is the reason the government carries out teacher performance assessments. Yamin & Maisah (Olaleye, F. O., & Oluremi, F, 2013) said that teacher performance is related to the teacher's overall activity in his responsibilities as someone who carries out the mandate and responsibility in teaching, educating, developing and developing students towards achieving success. aimed.

Teachers in the learning process have an important role, especially in helping students to develop a positive attitude in learning, arousing curiosity, encouraging independence and accuracy of intellectual logic, as well as creating conditions for success in learning. Prajudi Atmosudrijo (1982) in Yamin, M (2010) states that teachers have a very large role in education, on their shoulders they are burdened with responsibility for the quality of education. Therefore, teachers must develop themselves by increasing their competence and performance.

Teachers must give maximum attention to students, especially students whose achievements are lagging behind other students. Teachers are required to be more observant of the conditions of their students. But there are still teachers who neglect motivation, teachers do not think about the benefits of motivation for students. There are still many teachers who in the teaching and learning process are only focused on delivering the material. Teachers should provide motivation and explain learning objectives, so that students are more motivated in participating in teaching and learning activities so that what they want can be achieved optimally (Zaini, M., et al. , 2023).

Quality teachers will undoubtedly be able to carry out effective and efficient education, teaching and training. They are believed to be able to motivate students to optimize their potential within the framework of

achieving established educational standards. The teacher's teaching ability in accordance with the standard demands of the tasks carried out has a positive effect on the results to be achieved such as changes in student academic results, student attitudes, student skills, and increasing changes in teachers' work patterns (Özgenel, M., et al, 2020).

## **RESEARCH METHOD**

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

## **RESULT AND DISCUSSION**

### **Teacher Performance Theory**

#### **A. Definition of Teacher Performance**

Taylor, E. S., & Tyler, J. H (2012) stated that performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Similarly, Hasibuan, M (2007) stated that work performance or potential is a work result achieved by a person in carrying out the tasks given to him which is based on skill, experience and seriousness of time.

Based on the description above, it can be seen that teacher performance is related to teacher competence, meaning that in order to have good performance a teacher must be supported by good competence. If a teacher does not have good competence then it will not be possible to have good performance. Podgursky, M. J., & Springer, M. G (2007) stated that teacher performance is the teacher's ability to demonstrate the various skills and competencies they possess. The essence of teacher performance is none other than the teacher's ability to demonstrate the skills or competencies they possess in the real world of work.

Wagiran in Darling-Hammond, L (2010) defines teacher performance as the results achieved by teachers in carrying out the tasks assigned to them which are based on skill, experience and seriousness as well as time with the resulting output reflected in quantity and quality. Teacher performance is the result of real work in terms of quality and quantity

achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him which include compiling learning programs, implementing learning, implementing evaluations and evaluating evaluations.

A teacher is willing to accept a job as an educator, if he prepares himself with the ability to carry out the tasks that are his responsibility in accordance with what is required by the school. Then, in carrying out their role as educators, the quality of their performance is an important contribution that will determine the success of the educational process at school.

#### B. Factors that Influence Teacher Performance

Teacher performance in learning is related to the teacher's ability to plan, implement and assess learning, both in relation to the process and results. Malthis and Jackson in Jasmani, A., & Mustofa, S (2013) state that there are three factors that influence employee (teacher) performance, namely ability, effort devoted, and organizational support. Performance (Performance/P) = Ability (ability/A) x Effort (effort/E) x Support (Support/S). In this way, a teacher's performance will increase if these three components are present in him, and will be lacking if one of these components is lacking or even non-existent.

Meanwhile, according to Hasibuan in Jasmani, A., & Mustofa, S (2013), factors that influence performance include: 1) mental attitude (work motivation, work discipline, work ethics); 2) education; 3) skills; 4) leadership management; 5) income level; 6) salary and health; 7) social security; 8) work climate; 9) infrastructure; 10) technology; 11) opportunities for achievement.

This shows that the factors that influence performance come from the individual himself and factors from outside the individual himself. There are factors from the individual himself such as motivation, skills, and also education. Meanwhile, factors from outside the individual such as work climate, salary level, infrastructure, and so on.

#### C. Improving Teacher Performance

A teacher has a big duty and responsibility towards students, just as parents are the reason why they are born and can live in the world, while the teacher is the reason why the child gets the provisions for life. A teacher is a person who provides benefits for life in the afterlife, even though he teaches worldly knowledge but it will influence him about life in the afterlife (Harris, D. N., & Sass, T. R, 2014).

To become a teacher, one must have a strong and commendable personality. According to Suyanto (Elliott, K, 2015) the personality that a teacher must have is a personality that is steady and stable, mature, wise and authoritative. A steady and stable personality with indicators of acting in accordance with legal norms, social norms, being proud as a teacher, and having consistency in acting and behaving.

A mature personality has indicators of appearing independent in acting as an educator and has a high work ethic. A wise personality has indicators of showing actions that are based on the benefits of students, schools and society and shows openness in thinking and acting. An authoritative personality with indicators of having behavior that has a positive influence on student learning processes and outcomes, has noble character, is honest, sincere and likes to help (Dee, T. S., & Wyckoff, J, 2015).

## **The Importance of Learning Motivation in Improving Learning Outcomes**

### **A. Principles of Learning Motivation**

Student learning motivation has a fairly strong influence on the success of the student learning process and outcomes. One indicator of the quality of learning is the enthusiasm and motivation to learn from students. Ormrod explains how motivation influences learning activities as follows. “Motivation has several effects on students' learning and behavior: It directs behavior toward particular goals. It leads to increased effort and energy. It increases initiation of, and persistence in activities. It enhances cognitive processing. It leads to improved performance” (Ormrod, J. E., et al, 2023).

Motivation has an influence on student learning behavior, namely motivation encourages increased enthusiasm and persistence in learning. Learning motivation plays an important role in providing passion, enthusiasm and a sense of enjoyment in learning so that students who have high motivation have a lot of energy to carry out learning activities which in the end will be able to obtain better achievements (Cook, D. A., & Artino Jr, A . R, 2016).

In a general sense, motivation is the driving force within a person to carry out activities to achieve certain goals. Woolfolk & Nicolich (Hallam, S, 2009), states that motivation is generally defined as something that encourages someone to take action. McClelland in Filgona, J., et al (2020) defines motive as an impulse that moves, directs and determines or

chooses behavior. This understanding views motive and motivation in the same sense because the definition contains meaning as a concept, as a driver and describes goals and behavior. Manullang (1991) states that motive is an internal factor that inspires, directs and integrates a person's behavior which is driven by needs, wishes and desires which causes a strong feeling to fulfill needs.

#### B. The Role of Motivation in the Learning Process

The learning process is an activity that involves an individual (physical and spiritual), learning activities are never carried out without strong encouragement or motivation from within the individual or from outside the individual taking part in the learning activity. The role of motivation in learning is as follows (Soemanto, W, 2019).

1. The role of motivation as a driving force or driver of learning activities. Motivation in this case acts as a driving force, especially for students to learn, both coming from within themselves (internal) and from outside themselves (external) to carry out the learning process.
2. The role of motivation clarifies learning objectives. Motivation is related to a goal, without a goal, there will be no motivation for a person. Therefore, motivation plays a very important role in achieving optimal student learning outcomes. In this way, motivation can provide direction and activities for students (students) which must be carried out in accordance with these goals.
3. The role of motivation is selecting the direction of creation. Here motivation can play a role in selecting the direction of creation for students of what must be done to achieve the goal.
4. The role of internal and external motivation in learning. In learning activities, internal motivation usually comes from within the student, while students' external motivation in learning generally comes from the teacher (educator).
5. The role of motivation creates achievement. Motivation plays a very important role in student learning in achieving academic achievement. The high or low learning achievement of a student (learner) is always associated with the high or low level of a student's learning motivation.

#### C. The Relationship between Learning Motivation and Learning Outcomes

With motivation, students will be encouraged to learn to achieve goals and objectives because they are confident and aware of the goodness of the interests and benefits of learning. For students, motivation is very important because it can move students' behavior in a positive direction so

that they are able to face all demands, difficulties and are able to bear risks in their studies. According to M. Dalyono (Manurung, H. M., & Manurung, S, 2021) motivation can determine whether or not you are good at achieving goals so that the greater the motivation, the greater the success in learning.

Learning motivation is anything that is intended to encourage or provide enthusiasm to students who carry out learning activities. Meanwhile, learning outcomes are the results that students have achieved after participating in learning activities. Talking about the relationship between learning motivation and learning outcomes, basically "motivation functions as a driver of effort and achievement. "The presence of good motivation in learning will show good results," (Kompri, M. P. I, 2016). Thus, if students have good motivation in learning, then their learning outcomes will be good.

Motivation as the main factor in learning functions to give rise to, underlie and drive learning actions. According to research results through direct observation, most students who are highly motivated will try hard, look brave, don't want to give up, and read actively to improve learning outcomes and solve the problems they face (Taurina, Z, 2015). On the other hand, those who have low motivation appear indifferent, easily give up, their attention is not focused on learning, which results in students experiencing learning difficulties. Motivation moves individuals, directs actions and chooses learning goals that are felt to be most useful in the individual's life. Studying motivation will reveal why individuals do something because individual motivation cannot be observed directly, whereas what can be observed is the manifestation of that motivation in the form of behavior that appears in the individual will at least be close to the truth of what is the motivation of the individual concerned.

At the school there are also adequate facilities, for example computer facilities, learning media, laboratory equipment and also adequate library facilities. From these facilities, students are motivated to study harder to always improve their learning outcomes. However, these facilities are limited in number.

Increasing the learning outcomes of students is the main goal of the learning process, because the success of learning goals is the goal of education. Muthik, A., et al (2022) who determine the relationship between motivation and learning outcomes. There are two types of motivation used in this research, namely intrinsic motivation (health factors, psychological

factors, interests, talents, intelligence, and readiness) and extrinsic motivation (family factors, school factors, and also community factors). The research results showed that these two motivations were related to student learning outcomes. The intrinsic motivation relationship is in the sufficient category, while the extrinsic motivation relationship is in the strong category.

### **Strategies for Improving Teacher Performance**

Performance is a person's ability to strive to achieve better results towards achieving organizational goals. This is in accordance with the vision and mission to be achieved. Talking about the principal's efforts to improve teacher performance cannot be separated from the principal's duties, functions and responsibilities in carrying out his leadership. According to Musbikin (2013), the efforts that school principals can make to improve teacher performance are: 1) Coaching teacher performance, 2) Supervising teacher performance, 3) Providing motivation, 4) Evaluating teacher performance (Muspawi, M, 2021).

#### **A. Building Teacher Performance**

Involving teachers in seminars or training activities that have been programmed by the government or held by the school. Through seminars or training activities, teachers will gain a lot of knowledge and teachers can improve their performance in learning activities. The principal sees directly the presence of the teachers in order to foster discipline, the principal tries to arrive early to see whether the teachers and students arrive on time or not. The benefits of teacher performance coaching are: 1) Providing knowledge and knowledge to improve teacher performance. 2) Provide guidance to teachers. 3) Increase awareness among teachers of the importance of good teacher performance for educational success.

This is in line with the research results of Busono, G. A (2016) who reported that improving an employee's performance can be done through education and training. The 'on the job' method is the method most widely used in training and development. Employees are trained on new jobs with the direct supervision of an experienced trainer (an instructor or other teacher); Includes all efforts for employees to learn a job while doing it in a real workplace. The various methods used are as follows: 1) Job rotation, 2) Job Instruction Learning, 3) Apprenticeship, 4) Coaching, 5) Temporary assignments.



#### B. Supervise Teacher Performance

The principal can carry out supervision by conducting class visits to see the teacher's performance during learning activities. In this way, the school principal can see and assess directly how the teacher is performing in carrying out his duties. School principals can observe and understand the strengths and weaknesses of teachers in teaching, which can then be used as material for making appropriate policies. Supervision is aimed not only at the teacher's actions when teaching, but also covers various things in the teacher's daily life, including personal attitudes and teaching equipment issues.

#### C. Giving motivation

The principal provides motivation to improve teacher performance. Providing motivation from the principal can have a positive impact on teacher performance because motivation is one way to build teacher enthusiasm. Giving awards and giving prizes is a form of appreciation given to teachers who excel. By giving awards, teachers can be motivated to further improve their performance. Hemaïd, R. K., & El-Halees, A. M (2015) informs that among the things school principals can do to motivate teachers is to first provide rewards and punishments, invite teachers to work sincerely, improve work facilities, and maintain closeness with teachers. Teacher.

#### D. Evaluating Teacher Performance

The activity of evaluating teacher performance by the school principal aims to improve teacher performance in learning activities. Benefits of teacher performance evaluation: 1) To factually understand teacher performance. 2) To improve teacher performance. 3) To determine the success of learning activities. 4) To make improvements to learning activities. The principal is responsible for directing what is good for teachers and he himself must do good. The school principal must also be an example, be patient and understanding. Thus, it can be said that the better the role of a school principal, the better the teacher's performance will be, so that teachers can become professional educators in improving the quality of teaching in schools.

### **CONCLUSION**

Teacher performance is an important thing that must be of concern to teachers and related parties, teachers must have good performance, good or bad teacher performance influences the learning outcomes achieved by

students, because teachers are central figures in serving student education in schools, from science teachers flows into the student, and from the teacher's performance the student's personality and achievements are formed. Efforts that school principals can make to improve teacher performance are: 1) Fostering teacher performance, 2) Monitoring teacher performance, 3) Providing motivation, 4) Evaluating teacher performance. Teacher performance will increase if the teacher has carried out the elements consisting of loyalty and high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in implementing teaching, collaboration with all school members, leadership that is student role model, good personality, honest and objective in guiding students, as well as responsibility for their duties.

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